



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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January 17, 2014

Revised

Loretta Ferraro, Superintendent
Fire Island Union Free School District
P.O. Box 428
Ocean Beach, NY 11770

Dear Superintendent Ferraro:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean T. Lucera

NOTE:

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, June 27, 2013

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Disclaimers

The Department will review the contents of each school district's or BOCES' APPR plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law section 3012-c and subpart 30-2 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's or BOCES' plan.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

If the Department reasonably believes through investigation or otherwise that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 580514020000

If this is not your BEDS Number, please enter the correct one below

580514020000

1.2) School District Name: FIRE ISLAND UFSD

If this is not your school district, please enter the correct one below

FIRE ISLAND UFSD

1.3) Assurances

Please check all of the boxes below:

1.3) Assurances Assure that the content of this form represents the district/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents	Checked
1.3) Assurances Assure that this APPR plan will be posted on the district or BOCES website by September 10, or within 10 days after approval, whichever is later	Checked

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

2. Growth on State Assessments or Comparable Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, January 14, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a value-added growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for teachers in the following grades and subjects. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:

State assessments (or Regents or Regent equivalents), *required if one exists*

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	ELA	Assessment
K	State-approved 3rd party assessment	TerraNova 3
1	State-approved 3rd party assessment	TerraNova 3
2	State-approved 3rd party assessment	TerraNova 3

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

For each baseline and summative assessment, teachers in collaboration with principals will establish performance levels that reflect the student’s academic readiness at the start of the course and success in meeting learning standards at the end of the course. The district will establish scoring ranges for each performance level to ensure that expectations for student growth are rigorous and comparable across classrooms.

For each student on a teacher’s roster, individual growth will be measured based on the student’s academic progress from the baseline assessment to the summative assessment. Each student’s progress will be assigned a number of growth points from 1 to 4, as indicated in the table attached at 2.11. The growth points represent tiered growth targets, based on the degree of student growth from the baseline assessment results.

Fire Island UFSD has combined classrooms for Pre-K and K, Grades 1 and 2, and Grades 3 and 4, respectively. For each SLO, a HEDI score will be generated. The HEDI score for each SLO will be weighted proportionately, based on the number of students covered by each SLO, to arrive at a final HEDI score for each teacher. All classrooms will use the process described above. However, for the Grades 3 and 4 classroom, the SLO for Grade 4 will utilize the State-provided Growth Scores provided by NYSED, as available. In these cases, the State-provided Growth Score will be weighted proportionately with the results of the Grade 3 SLO, based on the number of students covered by each measure, to assign a final HEDI score to each teacher. Normal rounding rules will be used in the event that a teacher's combined HEDI score is not a whole number. Additionally the Grades PK and K classroom will only use the Kindergarten results. The student population section of the SLO will be revised to include any new students and/or to remove students who transfer out of the classroom as necessary through December 1st. All grade specific HEDI bands are uploaded.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). See attached tables

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). See attached tables

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). See attached tables

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). See attached tables

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable.

	Math	Assessment
K	State-approved 3rd party assessment	TerraNova 3
1	State-approved 3rd party assessment	TerraNova 3
2	State-approved 3rd party assessment	TerraNova 3

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

For each baseline and summative assessment, teachers in collaboration with principals will establish performance levels that reflect the student's academic readiness at the start of the course and success in meeting learning standards at the end of the course. The district will establish scoring ranges for each

performance level to ensure that expectations for student growth are rigorous and comparable across classrooms.

For each student on a teacher’s roster, individual growth will be measured based on the student’s academic progress from the baseline assessment to the summative assessment. Each student’s progress will be assigned a number of growth points from 1 to 4, as indicated in the table attached at 2.11. The growth points represent tiered growth targets, based on the degree of student growth from the baseline assessment results.

Fire Island UFSD has combined classrooms for Pre-K and K, Grades 1 and 2, and Grades 3 and 4, respectively. For each SLO, a HEDI score will be generated. The HEDI score for each SLO will be weighted proportionately, based on the number of students covered by each SLO, to arrive at a final HEDI score for each teacher. All classrooms will use the process described above. However, for the Grades 3 and 4 classroom, the SLO for Grade 4 will utilize the State-provided Growth Scores provided by NYSED, as available. In these cases, the State-provided Growth Score will be weighted proportionately with the results of the Grade 3 SLO, based on the number of students covered by each measure, to assign a final HEDI score to each teacher. Normal rounding rules will be used in the event that a teacher’s combined HEDI score is not a whole number. Additionally the Grades PK and K classroom will only use the Kindergarten results. The student population section of the SLO will be revised to include any new students and/or to remove students who transfer out of the classroom as necessary through December 1st. All grade specific HEDI bands are uploaded.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached tables
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached tables
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached tables
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached tables

2.4) Grades 6-8 Science

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Science	Assessment
6	Not applicable	N/A
7	Not applicable	N/A

	Science	Assessment
8	Not applicable	Not applicable

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Sixth grade teacher is common branch therefore not applicable.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Sixth grade teacher is common branch therefore not applicable.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Sixth grade teacher is common branch therefore not applicable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Sixth grade teacher is common branch therefore not applicable.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Sixth grade teacher is common branch therefore not applicable.

2.5) Grades 6-8 Social Studies

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where available.

	Social Studies	Assessment
6	Not applicable	N/A
7	Not applicable	N/A
8	Not applicable	N/A

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Sixth grade teacher is common branch therefore not applicable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Sixth grade teacher is common branch therefore not applicable.
Effective (9 - 17 points) Results meet District goals for similar students.	Sixth grade teacher is common branch therefore not applicable.
Developing (3 - 8 points) Results are below District goals for similar students.	Sixth grade teacher is common branch therefore not applicable.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Sixth grade teacher is common branch therefore not applicable.

2.6) High School Social Studies Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

		Assessment
Global 1	Not applicable	N/A

	Social Studies Regents Courses	Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	N/A
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.7) High School Science Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessments must be used where available.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Science Regents Courses	Assessment
Living Environment	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	N/A
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.8) High School Math Regents Courses

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Math Regents Courses	Assessment
Algebra 1	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	N/A
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	High School English Courses	Assessment
Grade 9 ELA	Not applicable	Not Applicable

Grade 10 ELA	Not applicable	Not Applicable
Grade 11 ELA	Not applicable	Not Applicable

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	N/A
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Physical Education	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA Assessments
Elementary Music	District, Regional or BOCES-developed	Fire Island -developed (K-6) Music Assessment
Art	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA Assessments
Special Education	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA Assessments
Reading	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA Assessments
Grades 4	State Assessment	NYS ELA and Math Grade 4 Assessments
Grade 5-6	State Assessment	NYS ELA and Math Grades 5 and 6 Assessments

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The district developed assessment will be rigorous, comparable across classrooms, and same assessment will be used across a
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

grade level. Students pretest scores will be compared to the final assessment score and the district has set a goal that at least 50% of the students are expected to show 10% growth from the pre-assessment score (e.g., a student whose pre-assessment score is a 60 would have to progress to a 66 ($60 + [60 \times .10]$) on the summative assessment to meet his or her individual growth target). Meeting this goal assigns 9 HEDI points to a teacher on the 20 point scale. Due to the small number of students in our district, the Elementary Music course is a single, mixed-grade level course. As such, there is only one SLO for this teacher. HEDI points will be assigned based on the percentage of students who meet or exceed the 10% growth target using the uploaded conversion chart.

Performance of all other courses utilizing a school-wide measure will be tied to a school wide average of state provided growth scores for all teachers of Grades 4-6. In the event that any of these teachers do not receive a State-provided Growth Score, teacher HEDI scores from the back up SLO's described below will be utilized. HEDI scores for each measure (or, where applicable, State-provided Growth Scores) will be weighted proportionately based on the number of students covered by each measure. Normal rounding rules will apply in the event that the final HEDI score is not a whole number.

For each baseline and summative assessment, teachers in collaboration with principals will establish performance levels that reflect the student's academic readiness at the start of the course and success in meeting learning standards at the end of the course. The district will establish scoring ranges for each performance level to ensure that expectations for student growth are rigorous and comparable across classrooms.

For each student on a teacher's roster, individual growth will be measured based on the student's academic progress from the baseline assessment to the summative assessment. Each student's progress will be assigned a number of growth points from 1 to 4, as indicated in the table attached at 2.11. The growth points represent tiered growth targets, based on the degree of student growth from the baseline assessment results.

Fire Island UFSD has combined classrooms for Pre-K and K, Grades 1 and 2, and Grades 3 and 4, respectively. For each SLO, a HEDI score will be generated. The HEDI score for each SLO will be weighted proportionately, based on the number of students covered by each SLO, to arrive at a final HEDI score for each teacher. All classrooms will use the process described above. However, for the Grades 3 and 4 classroom, the SLO for Grade 4 will utilize the State-provided Growth Scores provided by NYSED, as available. In these cases, the State-provided Growth Score will be weighted proportionately with the results of the Grade 3 SLO, based on the number of students covered by each measure, to assign a final HEDI score to each teacher. Normal rounding rules will be used in the event that a teacher's combined HEDI score is not a whole number. Additionally the Grades PK and K classroom will only use the Kindergarten results. The student population section of the SLO will be revised to include any new students and/or to remove students who transfer out of the classroom as necessary through December 1st. All grade specific HEDI bands are uploaded.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables
Effective (9 - 17 points) Results meet District goals for similar students.	See attached tables
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables

If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. [Click here for a downloadable copy of Form 2.10. \(MS Word\)](#)

(No response)

2.11) HEDI Tables or Graphics

For questions 2.2 through 2.10 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

[assets/survey-uploads/12186/535217-TXEttx9bQW/Growth or Comparable Measures 2.11.Jan.14.14.docx.pdf](#)

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(No response)

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances	Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances	Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances	Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances	Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances	Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances	Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances	Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances	Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Page 1

Locally Selected Measures of Student Achievement or Growth

"Comparable across classrooms" means that the same locally-selected measures of student achievement or growth must be used across all classrooms in the same grade/subject in the district or BOCES.

Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 3.1 through 3.11, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, the district does not have certain grades, the district does not offer a specific subject, etc.

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

Please note: Only one locally-selected measure is required for teachers in the same grade/subject across the district, but some districts may prefer to have more than one measure for all teachers within a grade/subject. Also note: Districts may use more than one locally-selected measure for **different** groups of teachers **within a grade/subject** if the district/BOCES verifies comparability based on Standards of Educational and Psychological Testing. This APPR form only provides space for one measure for teachers in the same grade/subject across the district. Therefore, if more than one locally-selected measure is used for all teachers in any grades or subject, districts must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR TEACHERS IN GRADES FOR WHICH THERE IS AN APPROVED VALUE-ADDED MEASURE (15 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	TerraNova Common Core
5	4) State-approved 3rd party assessments	TerraNova Common Core
6	4) State-approved 3rd party assessments	TerraNova Common Core
7	Not applicable	N/A
8	Not applicable	N/A

For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: When completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Teachers and their building principal will collaboratively develop a measure of student growth based on a state -approved 3rd party assessment that is rigorous and comparable across classrooms. Targets will be set for each student and pretest scores will be compared to posttest scores. For students in ELA Grades 4-6, historical data, including report cards and Terra Nova scaled scores, will be utilized to set individual growth targets for each student in these grades. Four points will be assigned for students whose score exceeds the target, three points will be assigned to those students who meet the target, two points will be assigned to students whose scores are slightly lower than their target - up to 11 points lower, while one point will be awarded to those whose scores are significantly below the target - 12 or more points lower. Fire Island UFSD has combined classrooms for Grades 3 and 4 and Grades 5 and 6, respectively. HEDI scores for each measure will be combined and weighted proportionately based on the number of students covered by each measure to arrive at a final HEDI score for each teacher. Normal rounding rules will apply if a HEDI score ends in a decimal. The student population section of the growth charts will be revised to include any new students and/or to remove students who transfer out of the classroom as necessary through December 1st. Conversion Chart uploaded.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached tables</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached tables</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached tables</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See attached tables</p>

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	TerraNova Common Core
5	4) State-approved 3rd party assessments	TerraNova Common Core
6	4) State-approved 3rd party assessments	TerraNova Common Core

7	Not applicable	N/A
8	Not applicable	N/A

For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and their building principal will collaboratively develop a measure of student growth based on a state -approved 3rd party assessment that is rigorous and comparable across classrooms. Targets will be set for each student and pretest scores will be compared to posttest scores. For students in Math Grades 4-6, historical data, including report cards and Terra Nova scaled scores, will be utilized to set individual growth targets for each student in these grades. Four points will be assigned for students whose score exceeds the target, three points will be assigned to those students who meet the target, two points will be assigned to students whose scores are slightly lower than their target - up to 11 points lower, while one point will be awarded to those whose scores are significantly below the target - 12 or more points lower. Fire Island UFSD has combined classrooms for Grades 3 and 4 and Grades 5 and 6, respectively. HEDI scores for each measure will be combined and weighted proportionately based on the number of students covered by each measure to arrive at a final HEDI score for each teacher. Normal rounding rules will apply if a HEDI score ends in a decimal. The student population section of the growth charts will be revised to include any new students and/or to remove students who transfer out of the classroom as necessary through December 1st. Conversion chart uploaded.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables

3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	TerraNova 3
1	4) State-approved 3rd party assessments	TerraNova 3
2	4) State-approved 3rd party assessments	TerraNova 3
3	4) State-approved 3rd party assessments	TerraNova Common Core

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and their building principal will collaboratively develop a measure of student achievement based on a state -approved 3rd party assessment that is rigorous and comparable across classrooms. Targets will be set for each student and pretest scores will be compared to posttest scores. For students in ELA Grades K-3, historical data, including report cards and Terra Nova scaled scores, will be utilized to set individual achievement targets for each student in these grades. Four points will be assigned for students whose score exceeds the target, three points will be assigned to those students who meet the target, two points will be assigned to students whose scores are slightly lower than their target - up to 11 points lower, while one point will be awarded to those whose scores are significantly below the target - 12 or more points lower. Fire Island UFSD has combined classrooms for Grades Pre K and K and Grades 3 and 4, respectively. HEDI scores for each measure with be combined and weighted proportionately based on the number of students covered by each measure to arrive at a final HEDI score for each teacher (excluding Pre-K). Normal rounding rules will apply if a HEDI score ends in a decimal. The student population section of the achievement charts will be revised to include any new students and/or to remove students who transfer out of the classroom as necessary through December 1st. Table uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See attached tables

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	TerraNova 3
1	4) State-approved 3rd party assessments	TerraNova 3
2	4) State-approved 3rd party assessments	TerraNova 3
3	4) State-approved 3rd party assessments	TerraNova Common Core

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Teachers and their building principal will collaboratively develop a measure of achievement growth based on a state -approved 3rd party assessment that is rigorous and comparable across classrooms. Targets will be set for each student and pretest scores will be compared to posttest scores. For students in Math Grades K-3, historical data, including report cards and Terra Nova scaled scores, will be utilized to set individual achievement targets for each student in these grades. Four points will be assigned for students whose score exceeds the target, three points will be assigned to those students who meet the target, two points will be assigned to students whose scores are slightly lower than their target - up to 11 points lower, while one point will be awarded to those whose scores are significantly below the target - 12 or more points lower. Fire Island UFSD has combined classrooms for Grades Pre K and K and Grades 3 and 4, respectively. HEDI scores for each measure will be combined and weighted proportionately based on the number of students covered by each measure to arrive at a final HEDI score for each teacher (excluding Pre-K). Normal rounding rules will apply if a HEDI score ends in a decimal. The student population section of the achievement charts will be revised to include any new students and/or to remove students who transfer out of the classroom as necessary through December 1st. Table uploaded.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See attached tables

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See attached tables

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	Not applicable	N/A
8	Not applicable	N/A

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A
7	Not applicable	N/A
8	Not applicable	N/A

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school social studies courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	Not applicable	N/A
Global 2	Not applicable	N/A
American History	Not applicable	N/A

For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school science courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	Not applicable	N/A
Earth Science	Not applicable	N/A
Chemistry	Not applicable	N/A
Physics	Not applicable	N/A

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	N/A
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school math courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	Not applicable	N/A
Geometry	Not applicable	N/A
Algebra 2	Not applicable	N/A

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

Note: Additional high school English courses may be listed below in the "All Other Courses" section of this form.

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	Not applicable	N/A
Grade 10 ELA	Not applicable	N/A
Grade 11 ELA	Not applicable	N/A

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	N/A
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education	6(ii) School wide measure computed locally	TerraNova Common Core
Elementary Music 3-6	5) District/regional/BOCES-developed	Fire Island - developed grade specific 3-6 music assessment
Art	6(ii) School wide measure computed locally	TerraNova Common Core
Special Education	6(ii) School wide measure computed locally	TerraNova Common Core
Reading	6(ii) School wide measure computed locally	TerraNova Common Core

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>District level assessment will be rigorous, comparable across classrooms, and the same assessment will be used across a grade level. At least 50% of the students will achieve the designated level of achievement as set by the teacher and the principal. HEDI scores will assigned based on the percentage of students who meet or exceed the achievement target. Students in grades 3-6 are in a mixed grade level course.</p> <p>Performance of all others will be tied to school wide results of teachers of Grades 3 - 6 on the TerraNova ELA Assessments. Each teacher whose students take the TerraNova will receive a HEDI Score. Teacher scores from Grades 3 to 6 will be averaged and weighted proportionately based on the number of students covered under each measure. Normal rounding rules will apply.</p>
---	--

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached tables
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables

If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 3.12. (MS Word)

(No response)

3.13) HEDI Tables or Graphics

For questions 3.4 through 3.12 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

assets/survey-uploads/12149/535218-y92vNseFa4/Conversion Chart - Section 3.13.(rev.1.10.14)_2.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

For those teachers with multiple measures, a final average of the two scores will be calculated so that the teacher receives one score that is weighted proportionately based on the number of students covered by each measure. Normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, January 14, 2014

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4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on NYS Teaching Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list.

(Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0.

This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

4.4) Assurances Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the teacher practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

Classroom Observation: minimum of 2 /1 unannounced = 36 points

Formal = includes 27 points; announced

Completion of pre-observation planning form, lesson plan, end of lesson assessment of lesson by teacher, post conference, evaluator will provide the teacher with a written document

o Tenured teachers – 1 formal

o Non-tenured teachers – minimum of 3 – 4 formal (each for 27 points; average of all 3 – 4 comprises final scoring). A score for each domain is assigned using the uploaded conversion chart. This domain score is calculated based on the HEDI rating that a teacher receives in each component of the rubric (see upload for additional scoring details). Scores for each domain will be averaged across multiple observations.

Informal = includes 9 points; unannounced.

The focus of the informal observation is domain 2. If a component from another Domain is observed during the Informal observation(s), that component will be rated and used to provide feedback as part of the post-observation conference.

Informal observations will include: Post observation conference, assessment of lesson by teacher; evaluator will provide the teacher with a written document

o Tenured teachers – minimum of 1 (If more than one, each will be scored from 0-9. Those scores will then be averaged to assign the final score.)

o Non-tenured teachers – minimum of 2(each for 9 points; the scores from 0-9 for each informal observation will be averaged to assign the final score)

The 9 points assigned to Informal Observations will be scored using the uploaded document.

Artifacts = 24 points (each of 6 worth 4 points) – Based on Domain 4 of the Danielson Rubric

- Evidence of lesson planning (0 – 4)
- Lesson assessment (0 – 4)
- Teachers Goals (0 – 4)
- Evidence of communication with families (0 – 4)
- Evidence of professional growth (0 – 4)
- Evidence of participation in a professional learning community. Minimum of 3x year (0 - 4)

Each evaluator will complete an end-of-year evaluation form for every teacher

- Part 1 - 60 point – by June
- Part 2 –Local - 15 – 20 points – by June
- Part 3 – State – 20 – 25 points – by Sept. 1

Normal rounding rules apply, but in no event will a teacher’s HEDI rating category change as a result of rounding.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

[assets/survey-uploads/12179/535219-eka9yMJ855/APPR. End of Year Eval.Form.Teachers.\(REV.1.10.14\).pdf](#)

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Exemplary, above average performance is achieved in delivering instruction,managing classroom environment, planning,
Effective: Overall performance and results meet NYS Teaching Standards.	Effective, average performance is achieved in delivering instruction,managing classroom environment, planning, preparation, professional responsibilites
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Below average performance is achieved in delivering instruction,managing classroom environment, planning, preparation, professional responsibilites
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Unsatisfactory performance is achieved in delivering instruction,managing classroom environment, planning, preparation, professional responsibilites

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
------------------	-------

Effective	43-57
Developing	26-42
Ineffective	0-25

4.6) Observations of Probationary Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of probationary teachers be done in person, by video, or both?

-
- In Person
-

4.7) Observations of Tenured Teachers

Enter the minimum number of observations of each type, making sure that the number of observations "by building principal or other trained administrators" totals at least 2. If your APPR plan does not include a particular type of observation, enter 0 in that box.

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
---	---

4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

Will informal/short observations of tenured teachers be done in person, by video, or both?

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, September 16, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results meet NYS Teaching Standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet NYS Teaching Standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness subcomponent (same as question 4.5), from 0 to 60 points

Highly Effective	58-60
Effective	43-57
Developing	26-42
Ineffective	0-25

5.2) The scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, January 10, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

6.1) Assurances -- Improvement Plans Assure that teachers who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
6.1) Assurances -- Improvement Plans Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5265/130467-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN.docx

6.3) Appeals Process

Pursuant to Education Law section 3012-c, a teacher may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

Fire Island – APPR – Appeal Process

- Appeals of APPR shall be limited to those performance reviews which have resulted in an overall rating of Ineffective or Developing (TIP appeals will follow the same timeframes).
- Within ten (10) school days of the receipt of an annual evaluation providing a rating of Ineffective or Developing, a teacher may appeal the annual evaluation to a Committee consisting of three board members and two teachers. The members of this Committee shall be established the beginning of each school year. The Appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. The substance of the annual professional performance review
 2. The school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law
 3. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures
 4. The school district's issuance and/or implementation of the terms of the teacher's Improvement Plan
 5. Any issue not raised in the written appeal shall be deemed waived
- Within thirty (30) school days of receipt of the appeal, the Committee shall render a written determination with respect thereto. Appeal will be based on written records and information contained in district records and decisions will be reached by majority vote. Notwithstanding the foregoing, the effected teacher may introduce any supportive documents as a defense in any Education Law 3020-a proceedings.
- The determination of the Committee as to the substance of the evaluation shall not be grievable, arbitrable, nor reviewable in any other forum.
- If after a Teacher Improvement Plan expires, and the subsequent APPR results in an overall rating of Developing or Ineffective and is appealed (appeal will be filed within 10 days), the appeal shall be heard by a Committee consisting of three board members and two teachers within ten (10) school days of the receipt of the appeal. The members of this Committee shall be established the beginning of each school year. The appeal shall be in writing and must be limited to the specifications listed above. Notwithstanding the foregoing, the effected teacher may introduce any supportive documents as a defense in any Education Law 3020-a proceedings.
- A decision will be reached by consensus and must be rendered by the Committee within thirty (30) school days of receipt of appeal. If the committee can't come to consensus, then the appeal goes to an outside educational expert selected from a mutually agreed upon list and a decision will be reached within thirty (30) school days from the receipt of the appeal. All fees and expenses for the educational expert will be shared equally by Teacher's Union and District.
- The time frames referred to herein may be extended by mutual agreement of the parties provided they are timely and expeditious consistent with Education Law 3012-c.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The FIRE ISLAND UFSD will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by ESBOCES. Lead evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following and consists of approximately seven (7) days of training:

- New York State Teaching Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher
- Application and use of any assessment tools used to evaluate teachers
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers
- Specific considerations in evaluating teachers of ELLs and students with disabilities

The FIRE ISLAND UFSD is unique in that there is only one supervisor per district. That one person will serve as lead evaluator for teachers and will be recertified through a refresher course on an annual basis by working with ESBOCES. In the event there is more than one supervisor employed, identical training will be provided to that employee to ensure inter-rater reliability. Furthermore, evaluators will undergo training on the Danielson Rubric provided online through Teachscape and ESBOCES. ESBOCES training is approximately two (2) days.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

7. Growth on State Assessments or Comparable Measures (Principals)

Created Tuesday, April 30, 2013
Updated Friday, January 17, 2014

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7.1) STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved Value-Added Measure)

For principals in buildings with Grades 4-8 ELA, Math and/or High School courses with State or Regents assessments, (or principals of programs with any of these assessments), NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 25 points.

In order for a principal to receive a State-provided value-added measure, at least 30% of the students in the principal's school or program must take the applicable State or Regents assessments. This will include most schools in the State.

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

Value-Added measures will apply to schools or principals with the following grade configurations in this district (please list, e.g., K-5, PK-6, 6-8, 6-12, 9-12):

K-6
(No response)

7.2) Assurances -- State-Provided Measures of Student Growth

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

7.3) STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-6	State assessment	NYS Grades 4-6 ELA and Math Assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>Building principal will develop back-up SLOs based on their Grade 4 – Grade 6 student rosters using available background and baseline data.</p> <p>For each baseline and summative assessment, principals in collaboration with the Superintendent will establish performance levels that reflect the student’s academic readiness at the start of the course and success in meeting learning standards at the end of the course. The district will establish scoring ranges for each performance level to ensure that expectations for student growth are rigorous and comparable across classrooms.</p> <p>For each student on a principal’s roster, individual growth will be measured based on the student’s academic progress from the baseline assessment to the summative assessment. Each student’s progress will be assigned a number of growth points from 1 to 4, as indicated in the table attached at 7.3. The growth points represent tiered growth targets, based on the degree of student growth from the baseline assessment results.</p> <p>Fire Island UFSD has combined classrooms for Grades 3 and 4, and Grades 5 and 6 respectively. For each SLO, a HEDI score</p>
--	---

will be generated. The HEDI score for each SLO will be weighted proportionately, based on the number of students covered by each SLO, to arrive at a final HEDI score for each principal. Normal rounding rules will be used in the event that a principal's combined HEDI score is not a whole number. The student population section of the SLO will be revised to include any new students and/or to remove students who transfer out of the classroom as necessary through December 1st. All grade specific HEDI bands are uploaded.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached tables
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached tables
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached tables
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached tables

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

[assets/survey-uploads/12156/535222-lha0DogRNw/Growth or Comparable Measures 7.3.Jan.13.14.docx.pdf](#)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

Not Applicable

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, January 13, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

Locally comparable means that the same locally-selected measures of student achievement or growth must be used for all principals in the same or similar programs or grade configurations across the district or BOCES.

Please note: only one locally-selected measure is required for principals in the same or similar programs or grade configurations, but some districts may prefer to have more than one measure for principals in the same or similar programs or grade configurations. This APPR form therefore provides space for multiple locally-selected measures for each principal in the same or similar program or grade configuration across the district. Therefore, if more than one locally-selected measure is used for all principals in the same or similar program or grade configuration, districts must complete additional copies of this form and upload as attachments for review.

Also note: districts may use more than one locally-selected measure for **different** groups of principals **within the same or similar programs or grade configurations** if the district/BOCES prove comparability based on Standards of Educational and Psychological Testing. If a district is choosing different measures for different groups of principals within the same or similar programs or grade configurations, they must complete additional copies of this form and upload as attachments for review.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list:

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	TerraNova Common Core

Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The District will set growth targets for all students Grades K-6 who take the TerraNova ELA Assessment. Targets will be set for each student and pretest scores will be compared to posttest scores. For students in ELA Grades K-6, historical data, including report cards and Terra Nova scaled scores, will be utilized to set individual growth targets for each student in these grades. Four points will be assigned for students whose score exceeds the target, three points will be assigned to those students who meet the target, two points will be assigned to students whose scores are slightly lower than their target - up to 11 points lower, while one point will be awarded to those whose scores are significantly below the target - 12 or more points lower. Fire Island UFSD has combined classrooms for Grades 1 and 2, Grades 3 and 4 and Grades 5 and 6, respectively. HEDI scores for each grade will be combined and weighted proportionately based on the number of students to arrive at a final HEDI score for each principal. Normal rounding rules will apply in the event that the HEDI score ends in a decimal. The student population section of the growth charts will be revised to include any new students and/or to remove students who transfer out of the classroom as necessary through December 1st. Conversion Chart uploaded.</p>
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Task 7.3 was used exclusively for back-up SLO's. In the event that a principal does not receive a state provided growth score the 20 point conversion chart will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See upload

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See upload

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See upload

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See upload

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12190/535223-qBFVOWF7fC/Conversion Chart Principal- Section 8.1.(REV.1.10.14).docx

8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points)

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

The options in the drop-down menus below are abbreviated from the following list:

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative*

examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or assurances listed to the left of each box.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. [Click here for a downloadable copy of Form 8.2. \(MS Word\)](#)

(No response)

If you are using tables or other graphics to explain your process for assigning HEDI categories, please clearly label them, combine them into a single file, and upload that file here.

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Monday, January 13, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu.

The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

If you checked "no" above, fill in the group of principals covered:

(No response)

State the number of points that will be assigned to each of the following measures, making sure that the points total 60. If you are not assigning any points to the "ambitious and measurable goals" measure, enter 0.

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, label accordingly, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
--	---------------

9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)

If you indicated above that one or more points will be assigned to the "ambitious and measurable goals" measure, identify at least two of the following sources of evidence that will be utilized as part of assessing every principal's goal(s):

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
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9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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9.5) Survey Tool(s) (if applicable)

If you indicated above that 1 or more points will be assigned to feedback using a State-approved survey tool, please check the box below:

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
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K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
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K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
---	---------------

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
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District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

9.6) Assurances Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
9.6) Assurances Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction	Checked
9.6) Assurances Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
9.6) Assurances Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district or BOCES.	Checked

9.7) Process for Assigning Points and Determining HEDI Ratings

Describe the process for assigning points and determining HEDI ratings using the principal practice rubric and/or any additional instruments used in the district. Include, if applicable, the process for combining results of multiple "other measures" into a single result for this subcomponent.

The attached MPPR rubric will be completed in each of the two observations of the principal. The scores within each domain across multiple school visits will be averaged and totaled to find the final score.

If you are using tables or other graphics to explain your process for assigning points and determining HEDI ratings, please clearly label them, combine them into a single file, and upload that file here.

assets/survey-uploads/12205/535224-pMADJ4gk6R/Principal Evaluation with points.10.25.12.doc

Describe the level of performance required for each of the HEDI rating categories, consistent with the narrative descriptions in the regulations for the "other measures" subcomponent. Also describe how the points available within each HEDI category will be assigned.

Highly Effective: Overall performance and results exceed standards.	Exemplary performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaborative among staff and community.
Effective: Overall performance and results meet standards.	Effective performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaborative among staff and community.
Developing: Overall performance and results need improvement in order to meet standards.	Less than effective performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaborative among staff and community.

Ineffective: Overall performance and results do not meet standards.

Unsatisfactory performance in setting a vision for learning, goals, instructional program, evaluation of programs, creating a safe environment, fostering collaborative among staff and community.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	44-54
Developing	33-43
Ineffective	0-32

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	2
By trained administrator	0
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, September 20, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

Results are well above state average for similar students (or District goals if no state test).

Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.

Overall performance and results exceed ISLLC leadership standards.

Effective

Results meet state average for similar students (or District goals if no state test).

Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results meet ISLLC leadership standards.

Developing

Results are below state average for similar students (or District goals if no state test).

Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results need improvement in order to meet ISLLC leadership standards.

Ineffective

Results are well below state average for similar students (or District goals if no state test).

Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

Insert district's or BOCES' negotiated HEDI scoring ranges for the Other Measures of Effectiveness Subcomponent (same as question 9.7), from 0 to 60 points

Highly Effective	55-60
Effective	44-54
Developing	33-43
Ineffective	0-32

10.2) The scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, January 14, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/12168/535226-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN.docx

11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

***Fire Island will utilize ESBOCES in the observation/evaluation of building principal.

APPEAL PROCESS FOR PRINCIPALS

- A. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing.
- B. The annual evaluation shall be presented to the Principal in September 1 of each school year.
- C. Within ten (10) school days of the receipt of a building principal's annual evaluation from a contracted Superintendent from ESBOCES (hereafter referred to as Superintendent), the administrator may present information and materials, in writing, to the Superintendent.
- D. Within five (5) school days of the receipt of the materials, the Superintendent shall issue the final evaluation.
- E. Within five (5) school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraph (a) above, a principal may appeal the annual evaluation to the Board of Education. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. the substance of the annual professional performance review;
 2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;
 3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
 4. the school district's issuance and/or implementation of the terms of the principal's improvement plan.
- F. Any issue not raised in the written appeal shall be deemed waived.
- G. Within twenty (20) school days of receipt of the appeal, the Board of Education shall render a written determination with respect thereto.
- H. The determination of the Board of Education as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. Procedural issues that will be set forth in this Article shall be subject to the grievance machinery of the contract.
- I. If after a Principal Improvement Plan expires, the subsequent APPR results in an overall rating of Developing or Ineffective and is appealed, the appeal shall be submitted to the Board of Education within ten (10) school days of the receipt of the annual evaluation. The appeal shall be in writing and must be limited to the specifications listed above.
- J. The Board of Education will conduct a hearing and reach a decision within fifteen (15) school days of receipt of the appeal.
- K. The time frames referred to herein may be extended by mutual agreement of the parties provided they are timely and expeditious consistent with Education Law 3012-c.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The FIRE ISLAND UFSD will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training will be conducted by ESBOCES. Lead evaluator training will be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following and will require approximately seven (7) days of training:

- New York State Teaching Standards and ISLLC Standards
- Evidence-based observation

- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

The FIRE ISLAND UFSD is unique in that there is only one supervisor per district. That one person will serve as lead evaluator and will be recertified on an annual basis by working with ESBOCES. Recertification requires one (1) day of training. This training will ensure that the evaluator maintains interrater reliability.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, January 17, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/535227-3Uqgn5g9Iu/2013-14 Certification. Jan.17.2014.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Growth or Comparable Measures

		End Level 1			End Level 2			End Level 3			End Level 4		
		Low	Mid	High									
Start Level 1	Low	1	2	3	3	4	4	4	4	4	4	4	4
	Mid	1	2	2	3	3	4	4	4	4	4	4	4
	High	1	2	2	3	3	4	4	4	4	4	4	4
Start Level 2	Low	1	1	1	3	3	3	4	4	4	4	4	4
	Mid	1	1	1	2	3	3	4	4	4	4	4	4
	High	1	1	1	2	3	3	4	4	4	4	4	4
Start Level 3	Low	1	1	1	2	2	3	4	4	4	4	4	4
	Mid	1	1	1	2	2	3	3	4	4	4	4	4
	High	1	1	1	1	1	2	3	4	4	4	4	4
Start Level 4	Low	1	1	1	1	1	1	2	3	4	4	4	4
	Mid	1	1	1	1	1	1	2	3	4	4	4	4
	High	1	1	1	1	1	1	2	3	3	4	4	4

Sample Language:

For all assessments, the district will establish the starting level of each student based on a consideration of baseline data and pre-assessment results. The district will do so to ensure that expectations for student growth are rigorous and comparable across classrooms.

For State Assessments, the “End Level” target will be set based on the Performance Level provided by the State. The additional designation of “low,” “mid,” or “high” will be made collaboratively by the teacher and principal.

The district’s process for linking the 1-4 Performance Levels to the “low, mid, high” designations is as follows: Each year, when the State releases the scaled score ranges that correspond to the 1-4 Performance Levels, the district will divide each scoring range into thirds. The first third will align with the “low” designation. The second third will align with the “mid” designation. The third third will align with the “high” designation. The process accounts for the change in scaled scores from year to year.

For all other assessments, the district will establish scoring ranges for each performance level to ensure that expectations for student growth are rigorous and comparable across classrooms.

Growth on State Assessments or Comparable Measures

Kindergarten, First, Second, Third Grades – ELA and Math

Fourth, Fifth, Sixth Grades – ELA and Math (if necessary)

HE	EFFECTIVE													DEVELOPING					INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
3.9-	3.7-	3.5-	3.4	3.3	3.1-	3.0	2.9	2.8	2.7	2.6	2.5	2.3-	2.1-	1.9-	1.7-	1.6	1.5	1.3-	1.1-	1.0	
4.0	3.8	3.6										2.4	2.2	2.0	1.8			1.4	1.2		

Conversion Chart for State Provided Growth Scores

HE	EFFECTIVE													DEVELOPING					INEFFECTIVE			
	25	24	23	22	21	20	19	18	16	15	14	13	12	11	10	9	8	7	6	5	4	3
20	20	19	18	17	17	16	16	15	15	14	13	12	11	10	9	8	8	7	6	5	4	3

Music

HE	EFFECTIVE													DEVELOPING					INEFFECTIVE		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98%-	94%-	91%-	86%-	81%-	76%-	71%-	66%-	61%-	56%-	51%-	46%-	41%-	36%-	31%-	26%-	21%-	16%-	11%-	6%-	0-	0
100%	97%	93%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%	35%	30%	25%	20%	15%	10%	5%	

**Locally-Selected Measures of Growth
Grades 4-6**

HE		EFFECTIVE							DEVELOPING					INEFFECTIVE	
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
4.0-3.9	3.8-3.7	3.6	3.5	3.4	3.3	3.2	3.1	3.0	2.9	2.76-2.8	2.71-2.75	2.7	2.6-	1.26-2.5	1-1.25

Scores listed are the minimum score needed to receive the corresponding HEDI point value.

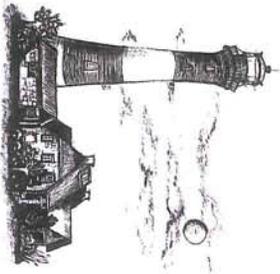
HE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
3.9-4.0	3.7-3.8	3.5-3.6	3.4	3.3	3.1-3.2	3.0	2.9	2.8	2.7	2.6	2.5	2.3-2.4	2.1-2.2	1.9-2.0	1.7-1.8	1.6	1.5	1.3-1.4	1.1-1.2	1.0

**Locally-Selected Measures of Student Achievement
Task 3.4 to 3.12**

HE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
3.9-4.0	3.7-3.8	3.5-3.6	3.4	3.3	3.1-3.2	3.0	2.9	2.8	2.7	2.6	2.5	2.3-2.4	2.1-2.2	1.9-2.0	1.7-1.8	1.6	1.5	1.3-1.4	1.1-1.2	1.0

Music

HE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	3	2	1
98%-100%	94%-97%	91%-93%	86%-90%	81%-85%	76%-80%	71%-75%	66%-70%	61%-65%	56%-60%	51%-55%	46%-50%	41%-45%	36%-40%	31%-35%	26%-30%	21%-25%	16%-20%	11%-15%	6%-10%	0-5%



Fire Island Union Free School District

Loretta M. Ferraro, Superintendent

Board of Education

P.O. Box 428, Ocean Beach, NY 11770-0428

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Lisa Kaufman

Judi Phelan

Daphne Sigelakis

Kathleen Skelly-Kurka

Amy Wood

Annual Performance Review Plan

Ratings: HE = Highly Effective; E = Effective; D = Developing; I = Ineffective

I. PLANNING AND PREPARATION

	9pts	HE	E	D	I
A. Demonstrates knowledge of content and pedagogy					
B. Demonstrates knowledge of students					
C. Sets instructional outcomes					
D. Demonstrates knowledge of resources					
E. Designs coherent instruction					
F. Designs student assessments					

Comments:

II. THE CLASSROOM ENVIRONMENT

	9pts	HE	E	D	I
A. Creates an environment of respect and rapport					
B. Establishes a culture of learning					
C. Manages classroom procedures					
D. Manages student behavior					
E. Organizes physical space					

Comments:

III. INSTRUCTION

	9pts	HE	E	D	I
A. Communicates with students					
B. Uses questioning and discussion techniques					
C. Engages students in learning					
D. Uses assessments in instruction					
E. Demonstrates flexibility and responsiveness					

Comments:

IV. PLANNING AND PREPARATION (ARTIFACTS)

	24 pts	HE	E	D	I
A. Reflecting on teaching					
B. Maintaining accurate records					
C. Communicating with families					
D. Participating in a professional community					
E. Growing and developing professionally					
F. Showing professionalism					

Comments:

Ratings for Domain I				
9	HE	E	D	I
A	1.5	1.13	0.76	0
B	1.5	1.13	0.76	0
C	1.5	1.13	0.76	0
D	1.5	1.13	0.76	0
E	1.5	1.13	0.76	0
F	1.5	1.13	0.76	0

Ratings for Domain II and III				
9	HE	E	D	I
A	1.8	1.35	0.9	0
B	1.8	1.35	0.9	0
C	1.8	1.35	0.9	0
D	1.8	1.35	0.9	0
E	1.8	1.35	0.9	0

Ratings for Domain IV Artifacts				
24	HE	E	D	I
A	4	2.67	1.34	0
B	4	2.67	1.34	0
C	4	2.67	1.34	0
D	4	2.67	1.34	0
E	4	2.67	1.34	0
F	4	2.67	1.34	0

Totals from Domains			
Domain	Possible	Score	
I.	9		
II.	9		
III.	9		
(Informal)	9		
IV.(Artifacts)	24		
Total	60		

HEDI Rating	Growth or SLO (20)	Locally Selected (20)	Other Measures (60)	Overall Composite Score
Highly Effective	18-20	18-20	58-60	91-100
Effective	9-17	9-17	43-57	75-90
Developing	3-8	3-8	26-42	65-74
Ineffective	0-2	0-2	0-25	0-64

Overall Score/Rating	
Locally Selected Growth Measure (20)	_____ pts
Growth on State Assessments or SLO (20) SED supplied	_____ pts
Other Measures of Effectiveness (60)	_____ pts
Overall Composite Score	_____ pts
Performance Level HE, E, D, I	

Teacher Signature

Date

Observer Signature

Date

This signature above is not an indication of agreement with the evaluation, but acknowledgement of a conference with the observer regarding this observation and receipt of a copy of same. A written response may be attached to this evaluation anytime within 10 days of receipt.

Fire Island
Annual Professional Performance Review
ALLOCATION OF 60 POINTS

PART I: CLASSROOM OBSERVATIONS (36 Points)

CLASSROOM OBSERVATION (Formal)	DOMAIN		POSSIBLE TOTAL POINTS EARNED
	Domain I: Planning and Preparation		
	Domain III: Instruction		9 Points
	Domain II: Classroom Environment		9 Points
<hr/>			
CLASSROOM OBSERVATION (Informal)	Domain II: Classroom Environment Note: The domain may vary based on annual established goals.		9 Points
TOTAL			36 Points

PART II: OTHER AREAS OF RESPONSIBILITY (24 points)

ITEM	POSSIBLE TOTAL POINTS EARNED
Log of Professional Growth Activities (teacher must provide evidence)	4 Points
Goals' Plan and Assessment of Goals	4 Points
Assessment of Lesson Observation	4 Points
Evidence of Communication with Families	4 Points
Evidence of Participation in a Professional Community	4 points
Evidence of Lesson Planning (teacher responsible for weekly submission and work samples) (Plans to be put into Curriculum)	4 Points
TOTAL	24 Points

TEACHER IMPROVEMENT PLAN

TEACHER:

ADMINISTRATOR:

SCHOOL YEAR:

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. *Instructional Planning*
2. *Student Assessment*
3. *Classroom Management*
4. *Fulfillment of Professional Responsibilities*
 - a. *Attendance*
 - b. *Communication with colleagues/administration*
 - c. *Communication with home*

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I.

III. RECOMMENDED ACTIVITIES

- List of specific activities related to targeted goals identified in Section I.*
- a. *Attend workshops related to targeted goals*
 - b. *Meetings with leadership team on a defined schedule*

IV. RECOMMENDED RESOURCES

1. *List specific materials, people, workshop to be used to support TIP*
2. *Identify instrument or rubrics used to monitor progress*
3. *Online PD (ASCD or Educational Impact)*

V. EVIDENCE OF ACHIEVEMENT

1. *Identify how progress will be measured and assessed*
2. *Specify next steps to be taken based upon progress or lack thereof*

VI. TIMELINE FOR MEASURING STUDENT ACHIEVEMENT OF EXPECTED OUTCOMES

1. *Identify dates for classroom observations consistent with APPR Plan*
2. *Identify dates for progress meetings with administrators related to each identified targeted goal*
3. *Identify dates for quarterly assessment of overall progress*

Signature of Administrator: _____ Date: _____

Signature of Teacher: _____ Date: _____

Growth or Comparable Measures

7.3

		End Level 1			End Level 2			End Level 3			End Level 4		
		Low	Mid	High									
Start Level 1	Low	1	2	3	3	4	4	4	4	4	4	4	4
	Mid	1	2	2	3	3	4	4	4	4	4	4	4
	High	1	2	2	3	3	4	4	4	4	4	4	4
Start Level 2	Low	1	1	1	3	3	3	4	4	4	4	4	4
	Mid	1	1	1	2	3	3	4	4	4	4	4	4
	High	1	1	1	2	3	3	4	4	4	4	4	4
Start Level 3	Low	1	1	1	2	2	3	4	4	4	4	4	4
	Mid	1	1	1	2	2	3	3	4	4	4	4	4
	High	1	1	1	1	1	2	3	4	4	4	4	4
Start Level 4	Low	1	1	1	1	1	1	2	3	4	4	4	4
	Mid	1	1	1	1	1	1	2	3	4	4	4	4
	High	1	1	1	1	1	1	2	3	3	4	4	4

Sample Language:

For all assessments, the district will establish the starting level of each student based on a consideration of baseline data and pre-assessment results. The district will do so to ensure that expectations for student growth are rigorous and comparable across classrooms.

For State Assessments, the “End Level” target will be set based on the Performance Level provided by the State. The additional designation of “low,” “mid,” or “high” will be made by the District.

The district’s process for linking the 1-4 Performance Levels to the “low, mid, high” designations is as follows: Each year, when the State releases the scaled score ranges that correspond to the 1-4 Performance Levels, the district will divide each scoring range into thirds. The first third will align with the “low” designation. The second third will align with the “mid” designation. The third third will align with the “high” designation. The process accounts for the change in scaled scores from year to year.

For all other assessments, the district will establish scoring ranges for each performance level to ensure that expectations for student growth are rigorous and comparable across classrooms.

Growth on State Assessments or Comparable Measures

Fourth, Fifth, Sixth Grades—ELA and Math (if necessary)

HE	EFFECTIVE										DEVELOPING					INEFFECTIVE				
	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
3.9-4.0	3.7-3.8	3.5-3.6	3.4	3.3	3.1-3.2	3.0	2.9	2.8	2.7	2.6	2.5	2.3-2.4	2.1-2.2	1.9-2.0	1.7-1.8	1.6	1.5	1.3-1.4	1.1-1.2	1.0

**Locally-Selected Measures
Principals**

HE		EFFECTIVE							DEVELOPING					INEFFECTIVE	
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
4.0- 3.9	3.8- 3.7	3.6	3.5	3.4	3.3	3.2	3.1	3.0	2.9	2.76- 2.8	2.71- 2.75	2.7	2.6-	1.26- 2.5	1- 1.25

The scores listed are the minimum values needed to receive the corresponding HEDI score.

HE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
3.9- 4.0	3.7- 3.8	3.5- 3.6	3.4	3.3	3.1- 3.2	3.0	2.9	2.8	2.7	2.6	2.5	2.3- 2.4	2.1- 2.2	1.9- 2.0	1.7- 1.8	1.6	1.5	1.3- 1.4	1.1- 1.2	1.0

Fire Island UFSD

Principal: _____

Date: _____

MPPR-Multidimensional Professional Performance Review (60 Points)

DOMAIN 1 – SHARED VISION OF LEARNING					
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.					
XX out of SIX points		HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – vision and mission					
B. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – school improvement					
Evidence:					

DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM					
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.					
XX out of FIFTEEN points		HE	E	D	I
A. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – communication, collaboration, learning environment					
B. Instructional Program (design and delivery of high quality curriculum that produces clear evidence of learning) – curricular program, meaning for students, approaches to supervise instruction & actions towards instructional time					
C. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – instructional and leadership capacity, approaches to technologies					
D. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – assessment, accountability and student achievement					
E. Strategic Planning Process (the implementation and stewardship of goals, decisions and actions) – monitoring/inquiry/ instructional program					
Evidence:					

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT					
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.					
XX out of TWELVE points		HE	E	D	I
A. Capacity Building (developing potential and tapping existing internal expertise to promote learning and improve practice) – use of human, fiscal and technological resources, leadership					
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – school safety					
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today’s success and improvements as the legacy of the future) – management & operational systems					
D. Instructional Program (design and delivery of high quality curriculum that produces					

clear evidence of learning) – time allocation				
Evidence:				

DOMAIN 4 - COMMUNITY				
An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.				
XX out of NINE points	HE	E	D	I
A. Strategic Planning Process: (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) – Inquiry, educational environment				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – community engagement				
C. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's success and improvements as the legacy of the future) – family and caregiver involvement				
Evidence:				

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS				
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.				
XX out of SIX points	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's success and improvements as the legacy of the future) – accountability academic & social, decision making, handling of mandates				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – self awareness, reflective practice, transparency and ethical behaviors, democracy, equity, diversity, individual needs of students				
Evidence:				

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT				
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
XX out of THREE points	HE	E	D	I
A. Sustainability (a focus on continuance and meaning beyond the present moment, contextualizing today's success and improvements as the legacy of the future) – decisions affecting student learning from outside the school, emerging trends or initiatives				
B. Culture (attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders) – advocates				
Evidence:				

DOMAIN 7 – GOAL SETTING AND ATTAINMENT						
XX out of NINE points			HE	E	D	I
A. Uncovering Goals – Align, Define						
B. Strategic Planning – Prioritize, Strategize						
C. Taking Action – Mobilize, Monitor, Refine						
D. Evaluating Attainment – Document Insights, Accomplishments, New questions, Implications for Moving Forward, Next Steps						
Evidence:						

Growth Factor or SLO (25 OR 20)	Local Measure (20 OR 15)	MPPR Score (60)	Overall Composite Score	Overall Heidi Rating

	<u>MPPR</u>	<u>Overall</u>
Highly Effective	55-60	91-100
Effective	44-54	75-90
Developing	33-43	65-74
Ineffective	0-32	0-64

**** Final scores containing decimals will be rounded according to standard rounding rules. In no event will a principal's HEDI rating change as a result of rounding.**

I have reviewed this document: _____

Date: _____

Evaluation conducted by _____

MPPR - Point Distribution for Each Domain

D1 6pts	HE	E	D	I
A	3	2.75	2.5	0
B	3	2.75	2.5	0
D2 15pts				
A	3	2.75	2.5	0
B	3	2.75	2.5	0
C	3	2.75	2.5	0
D	3	2.75	2.5	0
E	3	2.75	2.5	0
D3 12pts				
A	3	2.75	2.5	0
B	3	2.75	2.5	0
C	3	2.75	2.5	0
D	3	2.75	2.5	0
D4 9pts				
A	3	2.75	2.5	0
B	3	2.75	2.5	0
C	3	2.75	2.5	0
D5 6pts				
A	3	2.75	2.5	0
B	3	2.75	2.5	0
D6 3pts				
A	1.5	1.25	1	0
B	1.5	1.25	1	0
D7 9pts				
A	2.25	2	1.5	0
B	2.25	2	1.5	0
C	2.25	2	1.5	0
D	2.25	2	1.5	0

**** Final scores containing decimals will be rounded according to standard rounding rules. In no event will a principal's HEDI rating change as a result of rounding.**

PRINCIPAL IMPROVEMENT PLAN

PRINCIPAL:

ADMINISTRATOR:

SCHOOL YEAR:

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

1. *Student Performance and/or Engagement:*
2. *Supervision of Staff:*
3. *Fiscal Management:*
4. *Community Relations:*
5. *Communication with Parents:*

II. EXPECTED OUTCOMES

List of specific expectations related to targeted goals identified in Section I.

III. RECOMMENDED ACTIVITIES

List of specific activities related to targeted goals identified in Section I.

IV. RECOMMENDED RESOURCES

1. *List specific materials, people, workshop to be used to support PIP:*
2. *Identify instrument or rubrics used to monitor progress:*
3. *Online PD (ASCD or Educational Impact):*

V. EVIDENCE OF ACHIEVEMENT

1. *Identify how progress will be measured and assessed:*
2. *Specify next steps to be taken based upon progress or lack thereof*

VI. TIMELINE FOR MEASURING STUDENT ACHIEVEMENT OF EXPECTED OUTCOMES

1. *Identify dates for school visitations consistent with APPR Plan:*
2. *Identify dates for progress meetings with evaluator related to each identified targeted goal:*

3. *Identify dates for quarterly assessment of overall progress:*

Signature of Administrator: _____ Date: _____

Signature of Principal: _____ Date: _____

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Jarrett LaFenar 1/17/14

Teachers Union President Signature: Date:

Salvatore D'Amico 1/17/14

Administrative Union President Signature: Date:

N/A

Board of Education President Signature: Date:

[Signature] 1/17/2014